

The Times

THE TIMES COMPANY.

The Daily Times, when delivered by carriers, is ten cents per week or fifty cents per month. By mail, \$3.00 per year or \$25.00 per year by mail.

All unsigned communications will be rejected.

Manchester Bureau—Carter's Drug Store, No. 102 Hull Street.
Petersburg Agent—E. L. Roper, 67 Sycamore Street. Mutual Phone, 125.

Rejected communications will not be returned unless accompanied by stamps.

SATURDAY, FEBRUARY 22, 1902.

THE SHERMAN ANTI-TRUST LAW.

President Roosevelt's action in proceeding against the Northern Securities Company under the Sherman act will at least give the public an entertaining, if not an instructive, lesson in the so-called anti-trust laws, which the President himself so strenuously condemned in his first message to Congress.

In this case there is no trouble between the parties to the contract. The stockholders, who have either sold out or taken part with the new concern, are all satisfied with the deal and there is no disagreement among them. The fight was started by persons on the outside—who had only a general interest in the railroad lines involved. An appeal is made to the President, and he lays the matter before the Attorney-General, and the Attorney-General decides that this merger is in violation of the Sherman anti-trust law. And so the President directs him to proceed against the corporation, with a view to dissolving it and having the shares of the Northern Securities Company re-exchanged for the railroad shares and these returned to the original holders.

The whole procedure seems to us to be absurd on its face. But granting, for the sake of argument, that the Government wish its case and that the Northern Securities Company is dissolved and the stocks of the various railroads involved are returned to the original purchasers. What then? Will it not be the duty of the President to inquire into every other merger that has been effected since the Sherman law was enacted? Will it not be his duty to inquire into the United States Steel Corporation and every other such combination in existence? And if, in the opinion of the Attorney-General, these corporations are existing in violation of the Sherman act, will it not be the duty of the President to proceed against them in the same way and drag them into court? And if the court should decide that all these corporations are illegal and must be dissolved, what then?

The Governor of Minnesota and his anti-trust supporters will reply that if such corporations are existing in violation of law they ought to be dissolved and that if they have been formed in violation of law it is their own fault and they deserve to be punished for violating the law.

Very good. But if all such corporations should be broken up, what would become of the stockholders and what would be done of all other stocks and bonds in existence? We think that we hear the Governor of Minnesota say that this is simply a Wall-Street affair, and the country does not care what happens to Wall-Street speculators; if they lose their money it is nothing more than they might expect, as those who play the game of chance may expect to perish by the game of chance.

Nonsense. This would be a Wall-Street affair in one sense, but it would be a very much broader disaster than that. Destroy the great corporations of this country to-day and you practically destroy the country. Destroy the United States Steel Corporation and what becomes of thousands of men and women dependent upon it? Precipitate such a panic as we have suggested in Wall-Street and the whole country would be panic-stricken and our prosperity would come to an abrupt close.

The Times is no pessimist, and we do not mean to say that any such disaster as this is probable. But we do say that the Sherman anti-trust law is to-day a menace to the enterprise and prosperity of the United States. It has never done any good. It has been a dead failure. It has been on the statute books for more than ten years, and yet the trusts have grown in that time more than in all the years before put together. But we say that, while it has done no good, it is capable of doing much harm. It hangs as a threat over the great interests, and if the President should take the law seriously and proceed under it against all corporations he would bring on such a panic and such a disaster as this country has never known.

It seems to us that herein is food for thought for the members of the Virginia Constitutional Convention.

SCHOOLS IN THE SOUTHWEST.

Editor of the Times:—The tax-payers of Virginia are subjected to a system of double taxation—an utterly senseless system, void of rhyme reason or excuse. I refer to the fact that all over the State the public and the private school exist side by side. This should not be so. The public schools should be of such a character that a private school of the same grade would have no chance to exist in the same community. Then the community would have one set of schools instead of two to support, one tax to pay for its support.

What is the reason for the double system? Why do intelligent people, people of good business sense, submit to it? Well, for a variety of reasons. In the first place, the prejudice against the system of public schools, which was very strong at the start, has not entirely died out yet. I remember hearing, in 1883, I think, a teacher who was asked if she could not get a certain public school say: "I haven't got low enough yet to teach in a public school." She was right over that foolishness, but there are others who have not; and I know many persons who would consider it more or less disgraceful to patronize a public school.

But there are other and better reasons for the prejudice. The character of the schools, of the houses and furnishings and of numerous other conditions is such as to militate against the universal pat-

ronage which the public school should have. Loud complaints are heard of bad locations, of pneumonia-breeding school rooms, of poor teachers, of bad equipment. And the public school is just what it behooves us to inquire the cause of these shortcomings and to seek the remedy.

I think, Mr. Editor, that the fault lies in the system. Instead of having a school board with fifteen or twenty members, under its charge, each school should have a board of its own. There is too much politics in the present system. As at present constituted, what do the members of our school boards know as to the individual needs of the school under their charge? What, in very many cases, do they care about it except as favoritism born of politics or something else filiates? If each school constituted a district separate and apart, a body corporate and politic, with as clearly defined boundaries as the town or city, electing its own officers, determining at its annual (or special) school meetings by vote of its qualified electors, what should be the whole conduct of its affairs? We would then have a very different state of affairs. The nature of each school should have the power to say where the school-house should be located, what kind, how furnished, etc.; they, and they only, through their proper officers, should fix the grade of school they should have, not only as to the kind and location of house, but also as to the teacher and the length of term to be taught each year. To this end they should have the power to levy local taxes to supplement the public school money received from the general school fund. I will not burden your columns with the details of the scheme, but I am certain it would remedy most of the evils complained of. The school trustees would serve without pay and each of them, as well as every voter in the district, would have a direct interest in the school. There would be, and could be, no politics in it.

J. W. WEISBER.

Dublin, Va., Feb. 13.

We give prominence to this communication because it is written by a man who evidently knows what he is talking about, and he makes statements concerning the school system in Virginia which are in line with statements which have come to us from various other sections.

He says, first of all, that there is a prejudice against the Virginia free school. That prejudice was handed down from our forefathers and it will take a long time to get rid of it. One reason why the public schools of Lynchburg flourished when the public schools in other parts of the State were not doing so well is because the sensible man who practically founded the system there, overcame the prejudice against the public schools by securing the services of teachers who had been teaching in private schools. The chief end which the Times has in view in discussing this question is to root out the prejudice in Virginia against public schools. That prejudice will pass away as the people of the State realize more and more the importance and dignity of popular education.

Our correspondent says that the character of the schools, of the school-houses and furnishings, and of numerous other conditions is such as to militate against the universal patronage which the public schools should have. He tells us that there are loud complaints of bad locations, of pneumonia-breeding school-houses, of poor teachers, short terms, and so on. There it is again. Of course, there are many good school-houses in Virginia, but there are many bad ones also. Some of these old hovels that are used for this noble purpose are a disgrace to the State, and it is impossible to dignify and build up the system until we burn down the shanties and put decent buildings in their stead.

Our correspondent says that there is too much politics in the present system. That complaint has also come to us from various sources, and we feel satisfied that there is abundant ground for it. The school fund is being used in many instances as a spoils fund, is being used to give somebody employment, while the matter of teaching is a matter of secondary consideration. We cannot expect to have the best teachers under this rule of favoritism, rather than under the rule of merit.

In conclusion, our correspondent makes a practical suggestion which we pass on to the Board of Education.

"NEW ENGLANDIZING" VIRGINIA.

The Farmville Herald is quite right in protesting against the efforts of Dr. W. C. Dabney, Dr. Robert Frazer, or any other man, or set of men, to bring the South into conformity with the ideas, doctrines and usages of New England in religion, in education, in politics and in business. The so-called progress and improvement of that section would not be for the good of our people. Their new methods in education have the appearance of a new and better discovery, but have failed, for the most part, to produce good fruit in practice. Their religious ideas conform neither to reason nor inspiration. They ignore in their politics the Declaration of Independence and the Constitution of the United States. They have no reverence for the quittance of mammon worship.—Halifax Record-Advertiser.

We have time and again boasted that The Times is an intensely Southern newspaper. We believe in the South, in the Southern people and in Southern ways, and we should fight with all our might and main any effort that might be made to "New Englandize" Virginia in the sense employed. But our contemporaries are utterly mistaken in supposing that this educational movement has any such end in view. A number of men at the North have determined to raise a sum of money to be employed in educational work in this section of the country. They recognize that the South has been bearing a heavy burden since the war in endeavoring to educate the negro children as well as the white children, and so they have determined to lend assistance. First of all, they have engaged several of the leading Southern educators, whose present duty it will be to inquire into the needs of this community and that, and by and by it is proposed, as we understand, to offer the Southern people a sum of money from year to year to be expended by representative Southern men in improving their schools.

We believe that these Northern men are inspired by the most generous motives. We believe that they are engaged in a noble work, and we sincerely hope that Southern men and Southern newspapers will, at least, not condemn them until they fully understand the purpose and scope of the movement.

In the Constitutional Convention yesterday what is known as the Barbour-Quarles ordinance to regulate the liquor traffic was defeated. That was quite proper. An amendment was adopted referring the matter to the Legislature, with power to act. That was also quite proper. If the people of Virginia desire this measure they may manifest that desire by instructing their representatives to the Legislature to adopt the Barbour-Quarles system. The experiment may then be made, and if it proves to be satisfactory it will be continued. If not, the law may easily be repealed. That is one difference between a constitutional provision and a legislative enactment.

So Governor Afton has placed the length of the Philippine war on Mr. Bryan. The war with Spain has also been credited to him, and the Spanish-American treaty, known as the treaty of Paris, would never have been adopted had he not urged it. Strange is this power of this man who is dead.—Staunton Spectator.

Perhaps the Richmond Times can explain it.—Bedford Bulletin.

Certainly we can. Mr. Bryan is not dead. He is one of the liveliest agitators in this country, and he is going to give the Democratic party a deal of trouble yet. Who said Bryan was dead?

The Leesburg Mirror advises the farmers of Loudoun to have a colt show. Why not? Loudoun has plenty of fine stock, and wherever such a show is held there is a large attendance. The horse show is not merely an industrial show. It is an educational affair, and as such deserves to be encouraged and supported.

J. W. WEISBER.

President Roosevelt is our national "Live Wire."

It is said that Senator Barksdale is going out of politics for good. Whose good?

VIRGINIA TOPICS.

The Situation in Lunenburg.

The Lunenburg people are brave and fearless, which means they are honest and just. They are noble and despise littleness, which means they are charitable and forgiving. They have shown a bearing during the present ordeal which has done credit to the State. They are hanging their heads in shame, and set an example that these critics and the rest of the State would not do astray to follow. They threatened to lynch, and they were excusable under the circumstances. They would have lynched had they been lynchers, and without, and the crime would have been upon the heads of those interfering. They have not lynched and thereby have shown a noble forbearance. We do not believe now that there will be a lynching, and the credit will be theirs only, and none to their critics.—Blackstone Courier.

Gratitude to Braxton.

The Hon. Mr. Braxton, who has charge of corporation commission in the convention, has apparently won a great fight, and the people of the State ought to feel greatly indebted to him for the zealous work he has given in this matter.—Appomattox Times.

An Editor's Device.

We have been meditating as to whether we would blue mark all our delinquent subscribers. We find that in some cases it would require much of our time in making a blue mark for each year due on subscription and have deferred the matter, hoping they will take time by force, and come in and settle. Thus saving us the trouble and publicity of the amount some of them are due on subscription. Of course we will take it for granted that those who do not come and pay up want their paper blue marked. We will see who they are and act accordingly.—Warren Register.

The Convention's Mistake.

The corporation attorneys in the convention have made a strong fight against a corporation commission, but votes taken show that they are in a hopeless minority. But in this as in other matters the convention has shown a lack of confidence in the people. The commission should be elected by the people and be directly responsible to the people, but the convention seems determined to continue the bargain count system so aptly described by Mr. Carter Glass. If the wishes of the people were consulted, they would elect all State officers, including all the judges and basemen, and the whole body of distinguished officers of that miserable system of log-rolling that every well informed citizen knows prevails in the appointment of officers, whether done by the Governor or the Legislature.

A Regret.

Sir,—I am sorry to see that the Constitutional Convention has decided to defend the Quarles-Barbour resolution and especially to learn that Senator Daniel has agreed to defend it. This is a great loss to the cause of the people. The Convention has put that aside in order to give us a better and more comprehensive measure against the evils of the liquor traffic, the members so disposed should be commended for it.

It seems to me most reasonable that no one should be allowed to open a saloon in any community against the protest of a majority of the citizens thereof. No one should be allowed to open a saloon at or near our doors; why should he have the legal?

It seems to us that it would be highly proper that the Constitutional Convention should take up the liquor traffic, the members so disposed should be commended for it. It seems to me most reasonable that no one should be allowed to open a saloon in any community against the protest of a majority of the citizens thereof. No one should be allowed to open a saloon at or near our doors; why should he have the legal? It seems to us that it would be highly proper that the Constitutional Convention should take up the liquor traffic, the members so disposed should be commended for it. It seems to me most reasonable that no one should be allowed to open a saloon in any community against the protest of a majority of the citizens thereof. No one should be allowed to open a saloon at or near our doors; why should he have the legal? It seems to us that it would be highly proper that the Constitutional Convention should take up the liquor traffic, the members so disposed should be commended for it.

Stone Mountain, Va., Feb. 22, 1902.

Superintendent William H. Thompson has gone to Corning, N. Y., to be present at the Executive Committee meeting of the Association of Municipal Electricians. The association will meet in Richmond September 1 and it is thought that the sessions will be held in the Council Chamber.

Monroe Grove, United Order of Druids, last night initiated four candidates.

In the recent contest between the Athletic and Columbia Clubs of the Capital City Bowling League at Brown's Bowling Alleys, the Columbia won. Three games were played. The totals were: Columbia, 2,235; Athletics, 2,115.

LETTERS FROM THE PEOPLE

Submission of the Constitution.

Editor of the Times:—Sir,—Soon after the State Convention at Norfolk, Va., the views of the submission in said convention of the proposed Constitution were taken through your paper.

Will you please give in your next issue how it stood. How many for submitting to the whole people, as the former State Convention agreed to do, how many for proclaiming, and how many for the Simon pure, unadulterated chosen few that the present Constitutional Convention will allow a vote?

These are facts that the good people of Virginia ought to know, for I think the people, from what I can see, have been denied many things to which they are entitled by this present convention. I am afraid the convention has been listening more to those who have been chosen by some other than the people.

Certainly they have not been worried by the office-holders of the Commonwealth; if so, I have never heard of it. I would like to know who knows more about the wants of the people than those who mingle with them daily. The officers are no more than servants of the people, and they don't want to be anything more. They don't want to be avaricious. If they do, their authority does not last long, it slithers for a while, but when the people have a chance again, these would-be autocrats are smothered so deep under the votes of the good people that they bloom not again in this life, they fade away and are dead to the world. There is but one peg left the Democratic party to stand on, and it is to keep its pledge. I have seen a wheel and a rope were applied to him, but last fall was the only time in my life that I could not convince our people that the party was not going to break its pledge by not submitting the new Constitution. The party of the people meant but one thing, "The People," and these who have a vote now are nothing more nor less than "The People," regardless of any interpretation that may be put upon it by any Solomon. With this pledge fulfilled our party will live on, to rule this Commonwealth. With this pledge broken the Republicans will rule this Commonwealth in five years' time.

This is written not by a prophet, but by

A DEMOCRAT.

[The Times received replies from 1,115 delegates to the State Convention giving the views of the question of submitting the new Constitution. Of these 532 favored proclamation, 234 advocated submission to the new electorate, and 299 were in favor of submission to the present electorate.—Editor Times.]

The Teacher's Side.

Editor of the Times:—Sir,—I am a constant reader and a great admirer of your paper. One reason why I admire it is it always gives a fair hearing to both sides. I have read all the articles about education, and think it quite time to let the country teachers have their say. There are many inefficient teachers, and I also know there are numbers who are well educated and earnest, and who strive to overcome almost insurmountable obstacles. Most of the country school-houses are remote, and the teachers are forced to begin with, at least, a mile. They are all heated with wood for fuel, and it is often green. The children come from a distance and must be warmed before taught. The school varies from fifteen to thirty, and they range in age from six to sixteen. There are such a lot of them, and they are all poor. My register shows that often the children lose ten days out of every school month. Their parents keep them at home for almost any excuse. How can they learn? They could not do it under those circumstances no matter what teachers they had. I know there are many inefficient teachers, and I also know there are numbers who are well educated and earnest, and who strive to overcome almost insurmountable obstacles. Most of the country school-houses are remote, and the teachers are forced to begin with, at least, a mile. They are all heated with wood for fuel, and it is often green. The children come from a distance and must be warmed before taught. The school varies from fifteen to thirty, and they range in age from six to sixteen. There are such a lot of them, and they are all poor. My register shows that often the children lose ten days out of every school month. Their parents keep them at home for almost any excuse. How can they learn? They could not do it under those circumstances no matter what teachers they had. I know there are many inefficient teachers, and I also know there are numbers who are well educated and earnest, and who strive to overcome almost insurmountable obstacles. Most of the country school-houses are remote, and the teachers are forced to begin with, at least, a mile. They are all heated with wood for fuel, and it is often green. The children come from a distance and must be warmed before taught. The school varies from fifteen to thirty, and they range in age from six to sixteen. There are such a lot of them, and they are all poor. My register shows that often the children lose ten days out of every school month. Their parents keep them at home for almost any excuse. How can they learn? They could not do it under those circumstances no matter what teachers they had. I know there are many inefficient teachers, and I also know there are numbers who are well educated and earnest, and who strive to overcome almost insurmountable obstacles. Most of the country school-houses are remote, and the teachers are forced to begin with, at least, a mile. They are all heated with wood for fuel, and it is often green. The children come from a distance and must be warmed before taught. The school varies from fifteen to thirty, and they range in age from six to sixteen. There are such a lot of them, and they are all poor. My register shows that often the children lose ten days out of every school month. Their parents keep them at home for almost any excuse. How can they learn? They could not do it under those circumstances no matter what teachers they had. I know there are many inefficient teachers, and I also know there are numbers who are well educated and earnest, and who strive to overcome almost insurmountable obstacles. Most of the country school-houses are remote, and the teachers are forced to begin with, at least, a mile. They are all heated with wood for fuel, and it is often green. The children come from a distance and must be warmed before taught. The school varies from fifteen to thirty, and they range in age from six to sixteen. There are such a lot of them, and they are all poor. My register shows that often the children lose ten days out of every school month. Their parents keep them at home for almost any excuse. How can they learn? They could not do it under those circumstances no matter what teachers they had. I know there are many inefficient teachers, and I also know there are numbers who are well educated and earnest, and who strive to overcome almost insurmountable obstacles. Most of the country school-houses are remote, and the teachers are forced to begin with, at least, a mile. They are all heated with wood for fuel, and it is often green. The children come from a distance and must be warmed before taught. The school varies from fifteen to thirty, and they range in age from six to sixteen. There are such a lot of them, and they are all poor. My register shows that often the children lose ten days out of every school month. Their parents keep them at home for almost any excuse. How can they learn? They could not do it under those circumstances no matter what teachers they had. I know there are many inefficient teachers, and I also know there are numbers who are well educated and earnest, and who strive to overcome almost insurmountable obstacles. Most of the country school-houses are remote, and the teachers are forced to begin with, at least, a mile. They are all heated with wood for fuel, and it is often green. The children come from a distance and must be warmed before taught. The school varies from fifteen to thirty, and they range in age from six to sixteen. There are such a lot of them, and they are all poor. My register shows that often the children lose ten days out of every school month. Their parents keep them at home for almost any excuse. How can they learn? They could not do it under those circumstances no matter what teachers they had. I know there are many inefficient teachers, and I also know there are numbers who are well educated and earnest, and who strive to overcome almost insurmountable obstacles. Most of the country school-houses are remote, and the teachers are forced to begin with, at least, a mile. They are all heated with wood for fuel, and it is often green. The children come from a distance and must be warmed before taught. The school varies from fifteen to thirty, and they range in age from six to sixteen. There are such a lot of them, and they are all poor. My register shows that often the children lose ten days out of every school month. Their parents keep them at home for almost any excuse. How can they learn? They could not do it under those circumstances no matter what teachers they had. I know there are many inefficient teachers, and I also know there are numbers who are well educated and earnest, and who strive to overcome almost insurmountable obstacles. Most of the country school-houses are remote, and the teachers are forced to begin with, at least, a mile. They are all heated with wood for fuel, and it is often green. The children come from a distance and must be warmed before taught. The school varies from fifteen to thirty, and they range in age from six to sixteen. There are such a lot of them, and they are all poor. My register shows that often the children lose ten days out of every school month. Their parents keep them at home for almost any excuse. How can they learn? They could not do it under those circumstances no matter what teachers they had. I know there are many inefficient teachers, and I also know there are numbers who are well educated and earnest, and who strive to overcome almost insurmountable obstacles. Most of the country school-houses are remote, and the teachers are forced to begin with, at least, a mile. They are all heated with wood for fuel, and it is often green. The children come from a distance and must be warmed before taught. The school varies from fifteen to thirty, and they range in age from six to sixteen. There are such a lot of them, and they are all poor. My register shows that often the children lose ten days out of every school month. Their parents keep them at home for almost any excuse. How can they learn? They could not do it under those circumstances no matter what teachers they had. I know there are many inefficient teachers, and I also know there are numbers who are well educated and earnest, and who strive to overcome almost insurmountable obstacles. Most of the country school-houses are remote, and the teachers are forced to begin with, at least, a mile. They are all heated with wood for fuel, and it is often green. The children come from a distance and must be warmed before taught. The school varies from fifteen to thirty, and they range in age from six to sixteen. There are such a lot of them, and they are all poor. My register shows that often the children lose ten days out of every school month. Their parents keep them at home for almost any excuse. How can they learn? They could not do it under those circumstances no matter what teachers they had. I know there are many inefficient teachers, and I also know there are numbers who are well educated and earnest, and who strive to overcome almost insurmountable obstacles. Most of the country school-houses are remote, and the teachers are forced to begin with, at least, a mile. They are all heated with wood for fuel, and it is often green. The children come from a distance and must be warmed before taught. The school varies from fifteen to thirty, and they range in age from six to sixteen. There are such a lot of them, and they are all poor. My register shows that often the children lose ten days out of every school month. Their parents keep them at home for almost any excuse. How can they learn? They could not do it under those circumstances no matter what teachers they had. I know there are many inefficient teachers, and I also know there are numbers who are well educated and earnest, and who strive to overcome almost insurmountable obstacles. Most of the country school-houses are remote, and the teachers are forced to begin with, at least, a mile. They are all heated with wood for fuel, and it is often green. The children come from a distance and must be warmed before taught. The school varies from fifteen to thirty, and they range in age from six to sixteen. There are such a lot of them, and they are all poor. My register shows that often the children lose ten days out of every school month. Their parents keep them at home for almost any excuse. How can they learn? They could not do it under those circumstances no matter what teachers they had. I know there are many inefficient teachers, and I also know there are numbers who are well educated and earnest, and who strive to overcome almost insurmountable obstacles. Most of the country school-houses are remote, and the teachers are forced to begin with, at least, a mile. They are all heated with wood for fuel, and it is often green. The children come from a distance and must be warmed before taught. The school varies from fifteen to thirty, and they range in age from six to sixteen. There are such a lot of them, and they are all poor. My register shows that often the children lose ten days out of every school month. Their parents keep them at home for almost any excuse. How can they learn? They could not do it under those circumstances no matter what teachers they had. I know there are many inefficient teachers, and I also know there are numbers who are well educated and earnest, and who strive to overcome almost insurmountable obstacles. Most of the country school-houses are remote, and the teachers are forced to begin with, at least, a mile. They are all heated with wood for fuel, and it is often green. The children come from a distance and must be warmed before taught. The school varies from fifteen to thirty, and they range in age from six to sixteen. There are such a lot of them, and they are all poor. My register shows that often the children lose ten days out of every school month. Their parents keep them at home for almost any excuse. How can they learn? They could not do it under those circumstances no matter what teachers they had. I know there are many inefficient teachers, and I also know there are numbers who are well educated and earnest, and who strive to overcome almost insurmountable obstacles. Most of the country school-houses are remote, and the teachers are forced to begin with, at least, a mile. They are all heated with wood for fuel, and it is often green. The children come from a distance and must be warmed before taught. The school varies from fifteen to thirty, and they range in age from six to sixteen. There are such a lot of them, and they are all poor. My register shows that often the children lose ten days out of every school month. Their parents keep them at home for almost any excuse. How can they learn? They could not do it under those circumstances no matter what teachers they had. I know there are many inefficient teachers, and I also know there are numbers who are well educated and earnest, and who strive to overcome almost insurmountable obstacles. Most of the country school-houses are remote, and the teachers are forced to begin with, at least, a mile. They are all heated with wood for fuel, and it is often green. The children come from a distance and must be warmed before taught. The school varies from fifteen to thirty, and they range in age from six to sixteen. There are such a lot of them, and they are all poor. My register shows that often the children lose ten days out of every school month. Their parents keep them at home for almost any excuse. How can they learn? They could not do it under those circumstances no matter what teachers they had. I know there are many inefficient teachers, and I also know there are numbers who are well educated and earnest, and who strive to overcome almost insurmountable obstacles. Most of the country school-houses are remote, and the teachers are forced to begin with, at least, a mile. They are all heated with wood for fuel, and it is often green. The children come from a distance and must be warmed before taught. The school varies from fifteen to thirty, and they range in age from six to sixteen. There are such a lot of them, and they are all poor. My register shows that often the children lose ten days out of every school month. Their parents keep them at home for almost any excuse. How can they learn? They could not do it under those circumstances no matter what teachers they had. I know there are many inefficient teachers, and I also know there are numbers who are well educated and earnest, and who strive to overcome almost insurmountable obstacles. Most of the country school-houses are remote, and the teachers are forced to begin with, at least, a mile. They are all heated with wood for fuel, and it is often green. The children come from a distance and must be warmed before taught. The school varies from fifteen to thirty, and they range in age from six to sixteen. There are such a lot of them, and they are all poor. My register shows that often the children lose ten days out of every school month. Their parents keep them at home for almost any excuse. How can they learn? They could not do it under those circumstances no matter what teachers they had. I know there are many inefficient teachers, and I also know there are numbers who are well educated and earnest, and who strive to overcome almost insurmountable obstacles. Most of the country school-houses are remote, and the teachers are forced to begin with, at least, a mile. They are all heated with wood for fuel, and it is often green. The children come from a distance and must be warmed before taught. The school varies from fifteen to thirty, and they range in age from six to sixteen. There are such a lot of them, and they are all poor. My register shows that often the children lose ten days out of every school month. Their parents keep them at home for almost any excuse. How can they learn? They could not do it under those circumstances no matter what teachers they had. I know there are many inefficient teachers, and I also know there are numbers who are well educated and earnest, and who strive to overcome almost insurmountable obstacles. Most of the country school-houses are remote, and the teachers are forced to begin with, at least, a mile. They are all heated with wood for fuel, and it is often green. The children come from a distance and must be warmed before taught. The school varies from fifteen to thirty, and they range in age from six to sixteen. There are such a lot of them, and they are all poor. My register shows that often the children lose ten days out of every school month. Their parents keep them at home for almost any excuse. How can they learn? They could not do it under those circumstances no matter what teachers they had. I know there are many inefficient teachers, and I also know there are numbers who are well educated and earnest, and who strive to overcome almost insurmountable obstacles. Most of the country school-houses are remote, and the teachers are forced to begin with, at least, a mile. They are all heated with wood for fuel, and it is often green. The children come from a distance and must be warmed before taught. The school varies from fifteen to thirty, and they range in age from six to sixteen. There are such a lot of them, and they are all poor. My register shows that often the children lose ten days out of every school month. Their parents keep them at home for almost any excuse. How can they learn? They could not do it under those circumstances no matter what teachers they had. I know there are many inefficient teachers, and I also know there are numbers who are well educated and earnest, and who strive to overcome almost insurmountable obstacles. Most of the country school-houses are remote, and the teachers are forced to begin with, at least, a mile. They are all heated with wood for fuel, and it is often green. The children come from a distance and must be warmed before taught. The school varies from fifteen to thirty, and they range in age from six to sixteen. There are such a lot of them, and they are all poor. My register shows that often the children lose ten days out of every school month. Their parents keep them at home for almost any excuse. How can they learn? They could not do it under those circumstances no matter what teachers they had. I know there are many inefficient teachers, and I also know there are numbers who are well educated and earnest, and who strive to overcome almost insurmountable obstacles. Most of the country school-houses are remote, and the teachers are forced to begin with, at least, a mile. They are all heated with wood for fuel, and it is often green. The children come from a distance and must be warmed before taught. The school varies from fifteen to thirty, and they range in age from six to sixteen. There are such a lot of them, and they are all poor. My register shows that often the children lose ten days out of every school month. Their parents keep them at home for almost any excuse. How can they learn? They could not do it under those circumstances no matter what teachers they had. I know there are many inefficient teachers, and I also know there are numbers who are well educated and earnest, and who strive to overcome almost insurmountable obstacles. Most of the country school-houses are remote, and the teachers are forced to begin with, at least, a mile. They are all heated with wood for fuel, and it is often green. The children come from a distance and must be warmed before taught. The school varies from fifteen to thirty, and they range in age from six to sixteen. There are such a lot of them, and they are all poor. My register shows that often the children lose ten days out of every school month. Their parents keep them at home for almost any excuse. How can they learn? They could not do it under those circumstances no matter what teachers they had. I know there are many inefficient teachers, and I also know there are numbers who are well educated and earnest, and who strive to overcome almost insurmountable obstacles. Most of the country school-houses are remote, and the teachers are forced to begin with, at least, a mile. They are all heated with wood for fuel, and it is often green. The children come from a distance and must be warmed before taught. The school varies from fifteen to thirty, and they range in age from six to sixteen. There are such a lot of them, and they are all poor. My register shows that often the children lose ten days out of every school month. Their parents keep them at home for almost any excuse. How can they learn? They could not do it under those circumstances no matter what teachers they had. I know there are many inefficient teachers, and I also know there are numbers who are well educated and earnest, and who strive to overcome almost insurmountable obstacles. Most of the country school-houses are remote, and the teachers are forced to begin with, at least, a mile. They are all heated with wood for fuel, and it is often green. The children come from a distance and must be warmed before taught. The school varies from fifteen to thirty, and they range in age from six to sixteen. There are such a lot of them, and they are all poor. My register shows that often the children lose ten days out of every school month. Their parents keep them at home for almost any excuse. How can they learn? They could not do it under those circumstances no matter what teachers they had. I know there are many inefficient teachers, and I also know there are numbers who are well educated and earnest, and who strive to overcome almost insurmountable obstacles. Most of the country school-houses are remote, and the teachers are forced to begin with, at least, a mile. They are all heated with wood for fuel, and it is often green. The children come from a distance and must be warmed before taught. The school varies from fifteen to thirty, and they range in age from six to sixteen. There are such a lot of them, and they are all poor. My register shows that often the children lose ten days out of every school month. Their parents keep them at home for almost any excuse. How can they learn? They could not do it under those circumstances no matter what teachers they had. I know there are many inefficient teachers, and I also know there are numbers who are well educated and earnest, and who strive to overcome almost insurmountable obstacles. Most of the country school-houses are remote, and the teachers are forced to begin with, at least, a mile. They are all heated with wood for fuel, and it is often green. The children come from a distance and must be warmed before taught. The school varies from fifteen to thirty, and they range in age from six to sixteen. There are such a lot of them, and they are all poor. My register shows that often the children lose ten days out of every school month. Their parents keep them at home for almost any excuse. How can they learn? They could not do it under those circumstances no matter what teachers they had. I know there are many inefficient teachers, and I also know there are numbers who are well educated and earnest, and who strive to overcome almost insurmountable obstacles. Most of the country school-houses are remote, and the teachers are forced to begin with, at least, a mile. They are all heated with wood for fuel, and it is often green. The children come from a distance and must be warmed before taught. The school varies from fifteen to thirty, and they range in age from six to sixteen. There are such a lot of them, and they are all poor. My register shows that often the children lose ten days out of every school month. Their parents keep them at home for almost any excuse. How can they learn? They could not do it under those circumstances no matter what teachers they had. I know there are many inefficient teachers, and I also know there are numbers who are well educated and earnest, and who strive to overcome almost insurmountable obstacles. Most of the country school-houses are remote, and the teachers are forced to begin with, at least, a mile. They are all heated with wood for fuel, and it is often green. The children come from a distance and must be warmed before taught. The school varies from fifteen to thirty, and they range in age from six to sixteen. There are such a lot of them, and they are all poor. My register shows that often the children lose ten days out of every school month. Their parents keep them at home for almost any excuse. How can they learn? They could not do it under those circumstances no matter what teachers they had. I know there are many inefficient teachers, and I also know there are numbers who are well educated and earnest, and who strive to overcome almost insurmountable obstacles. Most of the country school-houses are remote, and the teachers are forced to begin with, at least, a mile. They are all heated with wood for fuel, and it is often green. The children come from a distance and must be warmed before taught. The school varies from fifteen to thirty, and they range in age from six to sixteen. There are such a lot of them, and they are all poor. My register shows that often the children lose ten days out of every school month. Their parents keep them at home for almost any excuse. How can they learn? They could not do it under those circumstances no matter what teachers they had. I know there are many inefficient teachers, and I also know there are numbers who are well educated and earnest, and who strive to overcome almost insurmountable obstacles. Most of the country school-houses are remote, and the teachers are forced to begin with, at least, a mile. They are all heated with wood for fuel, and it is often green. The children come from a distance and must be warmed before taught. The school varies from fifteen to thirty, and they range in age from six to sixteen. There are such a lot of them, and they are all poor. My register shows that often the children lose ten days out of every school month. Their parents keep them at home for almost any excuse. How can they learn? They could not do it under those circumstances no matter what teachers they had. I